

Listings From Newsprint – Unedited

Group	Results Discrepancy	Root Causes	High Leverage Strategies/Practices
1	<ul style="list-style-type: none"> □ Lack basic foundation □ Student outcomes – leave without prep for after school (10-14) 	<ul style="list-style-type: none"> ▪ Mental models of adults ▪ Community resistance; no motivation or benefit to transform ▪ Students disengaged 	<ul style="list-style-type: none"> ▪ Teacher prep/in-service ▪ Personalized learning ▪ Funding ▪ Lean & focused core learning expectations (foundational student outcomes for PK-4; 5-8; 9-12) ▪ Expand learning choices ▪ Parent power on school choice; erase boundaries
2	<ul style="list-style-type: none"> ▪ Too large an achievement gap between socioeconomic (15-16) and gender cohorts (19) ▪ Schools not responsive to student needs, interests & goals (26-29) – lack of personalization and need for multiple paths ▪ Too many students not attaining learning expectations (2,4) 	<ul style="list-style-type: none"> ▪ Old beliefs, mental models and practices (1,3,4,27,28,29,31,33, 44,45,47, 48,49,51) <ul style="list-style-type: none"> * Systems *Pedagogy <ul style="list-style-type: none"> ○ Curriculum ○ Governance ▪ No common understanding of what is needed for college, career or 21st century life (11, 12, 14) ▪ Accepted learning inequities ▪ Lack of focus on authentic applications of knowledge (40-42) <ul style="list-style-type: none"> ○ Application vs meeting standards ○ Assessment/ testing ▪ Inadequately trained and supported educators (53, 55, 61, 65) <ul style="list-style-type: none"> ○ Incentives ○ technology 	<ul style="list-style-type: none"> ▪ develop personal learning plans, processes, programs, pathways (1,2,4,5,7,15, 16, 18) ▪ 21st century teaching & learning (30,31,33,37,40,41,42,53) <ul style="list-style-type: none"> ○ Tracking ○ Experiential ○ Multiple pathways ○ School choices ○ Flexibility calendar/schedule ▪ Better supports for teachers and administrators (69,71-73, 76-81, 85,88,94,96-98) <ul style="list-style-type: none"> ○ Empowering teachers ○ Incentives ○ Fostering collaboration ○ Rethink licensure (mentor)
3	1 – NAEP 30% not proficient 10-14 students lack depth 20-25 students not engaged; irrelevant 26-28 lack of personalized learning	6&11 Definition of schooling/teaching too limited; limited focus on 21 C themes 16-17 acceptance of inequities 33-36 status quo vs initiative for change 53 no incentive to improve teaching 63-64 too many school boards	<ul style="list-style-type: none"> ▪ Personalized learning ▪ Increased accountability for 21st c curriculum, instruction and assessments ▪ Early college models ▪ PK-16 partnerships/transitions ▪ Teacher PD/supervision ▪ Change school calendar and schedules